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ABSTRACT

Tarrant County Junior College (TCJC) South Campus in Texas offers a special Basic Studies program for its high-risk students. The program courses are "college level," have transfer credit, and are positive in nature as opposed to the traditional compensatory, remedial approach. There is an in-depth discussion of: the Basic Studies program at TCJC; staff requirements; data concerning the Basic Studies students during the 1970-71 academic year; and an evaluation of the program based on follow-up studies, student responses to questionnaires, and opinions of faculty involved with the program. (CA)

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TARRANT COUNTY JUNIOR COLLEGE DISTRICT
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SUCCESS BREEDS SUCCESS
BASIC STUDIES

1970-71 Report

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June, 1971

JC 710 139

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 15 1971

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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THE PROGRAM

We wish to start this report with some statements made by Noel McInnis, who teaches at Kendall College in Evanston, Illinois, and is also director of Kendall's Center for Curriculum Design. Perhaps some of the educational systems of today are indeed filled with destructive effects on students.

> My greatest challenge as a teacher of college freshmen and sophomores is the large number of students I encounter who feel that they are inadequate human beings. My greatest problem is convincing them that they are not. It is not difficult to understand why so many students feel personally inferior and why it is so hard for somebody in my position to convince them otherwise. Very simply put, their previous teachers have contributed greatly to their feelings of personal inadequacy, and they now find it hard to believe a teacher who treats them as competent persons.
>
> It is not at all surprising that college freshmen have feelings of inferiority, since for twelve years their teachers have been telling them they are inferior! Put yourself in the college freshman's shoes. For twelve years you have been going to school to be told what is wrong with you. Seldom did your teachers emphasize and build on what you did right, unless you were one of the lucky ones who were right most of the time. And even if you were among the "lucky" ones, you still knew what the teacher would be looking for on every examination you took - your errors.
>
> Whether you were at the bottom of your class or the top, you most likely were made to feel that you were in the school for the same reason: to overcome your ignorance. You went to elementary school for six years to overcome you ignorance. This qualified you for two years of junior high to continue overcoming your ignorance. This in turn entitled you to four more years of overcoming your ignorance in high school.
>
> No wonder the college freshman feels incompetent. After spending twelve years in a system which assumes his ignorance and emphasizes his errors, it is quite understandable that he feels incompetent. After twelve years of exposure to teachers who assume that only they know enough to make important contributions in the classroom, it is quite understandable that the college freshman finds it difficult to take the initiative from a teacher who thinks otherwise. By assuming the students' incompetence for twelve years, the educational system goes a long way toward assuring it. College freshmen are generally at a loss to take the initiative for their own learning, largely because they have been robbed of that initiative for twelve years.

> College educators need to help students develop the sense of personal competence which will enable them to take the initiative. After twelve years of being told what they do wrong, young people are desperately in need of knowing that they can do something right. After twelve years of being told to sit and absorb the teacher's intelligence, they now desperately need an opportunity to express those things which make up their own unique intelligences. They need learning and living experiences which nurture a sense of self-worth.

Recently Dr. Terry O'Banion of the University of Illinois warned of the production model of the junior college which he said can lose sight of the individual student and his needs as a human being. He urged that we consider more humanizing models of education where we remove many of the barriers to learning and where human development is the focal point.

There is now on almost every junior college campus a group of students who represent some special problems to us, for you see parental and peer pressure, society's expectations, unemployment, the war, and the increasing demand for a more highly skilled labor force have all combined to drive through the "open-door" of our institutions literally thousands of students who, a few years ago, would never have attempted any post-secondary education.

Generally speaking, these students have some common characteristics:

(1) Have a poor record of scholastic performance in high school

(2) Are deficient in one or more basic skills

(3) Often have poor habits of study

(4) Are often weakly motivated, lacking home encouragement, sometimes, to continue in school

(5) Have unrealistic and ill-defined goals

(6) Often represent homes with minimal cultural advantages and minimum standards of living

(7) Are often quite immature

(8) Have minimum understanding of what college requires or what opportunities it offers

Some might throw up their hands in despair at the thought of dealing with such students, but please note that we are not saying they are stupid or incapable of learning, or insensitive or not worthy of our attentions.

What we are saying is that we best become genuinely concerned about the learning and total development of this increasing number of marginally prepared students.

What's being done at the present time? At some schools nothing is done. Marginal students are often thrown in a sink-or-swim situation with large groups of students where concern for individual progress and individual learning problems is not only unlikely but downright impossible. This is often called the "revolving door" reality of the junior college that professes an open door.

We may put them in traditional remedial courses, often non-credit and non-transferable ones, taught in unimaginative and quite sterile ways with quite often the same approach they've already failed to succeed in in high school. The drop-out and failure rate can be pretty high.

Some refuse to allow them in school even though they profess to have an open-door philosophy. Yet there are some community colleges in this state who are trying to meet the problem head-on with special courses or programs for the high-risk student.

We believe a special program for this special student can have many advantages.

(1) We can bring together teachers who are interested in and have talent in working with the disadvantaged student rather than giving the job to some new instructor as part of his initiation into the department or apologetically rotating the assignment, as if to say, "sorry but you have to teach the dummies this semester!"

(2) We can certainly humanize the educational process with basic studies type programs that are designed specifically for these students rather than making them feel even more inferior than they already do.

(3) We can innovate and create new learning experiences where the student can, perhaps for the first time, find success in an educational setting.

(4) We can give opportunities for all types of self expression other than just writing a theme.

(5) We can try new ways of turning the student on to learning rather than just giving him another dose of that same old approach that hasn't worked before.

(6) We can get the student more actively involved in the learning process.

(7) We can improve self-concept by helping show a student what is right with him and not so much what is wrong.

(8) We can allow the student to study something he finds most interesting - namely himself. Terry O'Banion, in outlining his humanized model of the junior college, advocated that the student become the subject matter.

In our Basic Studies program at Tarrant Co., most of our 1st semester is spent in a unit called "Who Am I?"

In Natural Science the student studies his physical - biological self.

In Humanities, he studies his religious and philosophical beliefs as they relate to his values and attitudes.

In Communications, he works at improving his methods and means of communicating with others.

In Reading Improvement, he works on analyzing and improving his basic reading habits.

In Social Science, he studies the socialization process and his relationship to others.

In Personality Foundations, he studies his own personality development.

(9) In BAS, we can help students improve basic skills in unique laboratories - reading, writing, listening labs.

(10) We can help students in assessing their strengths, weaknesses, abilities and aptitudes so that they can more intelligently decide on occupational and educational goals.

Yet to do some of these things, we will have to structure things a little differently. This is precisely what we have done at TCJC and what has happened at other schools.

We have developed our Basic Studies program with general education courses designed specifically to better meet the needs of such students. A progress report is available ("Basic Studies: A Description and Progress Report," September, 1970) which gives a detailed description of the structure, curriculum, schedule, and previous follow-up study of the program. What follows is a condensed version of the description of Basic Studies.

DESCRIPTION:

The Basic Studies Program is a one year, college-level program in general education, designed specifically for the marginal or high-risk student. Within this program the student is placed in a dynamic environment which provides individualized attention by instructors and stimulates close personal associations among students. The attempt is to break the traditional "lock-step" approach to education through the use of innovative teaching techniques and an interdisciplinary approach to learning.

The program consists of six areas of study:

(1) Communications (writing, speaking, reasoning skills)
(2) Reading Improvement (reading skills)
(3) Social Science (includes topics from sociology, anthropology, psychology, economics, history, and government)
(4) Humanities (includes elements of art, music, literature, philosophy, drama, religion, and film)
(5) Natural Science (lab science with emphasis on biological and ecological study)
(6) Personality Foundations - Career Planning (ranges from personality study to career exploration - taught by a counselor)

The subject matter related through the various areas is planned as a coherent whole. The topics for discussion during the year are based on the individual, his relationship to society and contemporary societal issues. As the student discusses the various topics in class, he learns that most questions and topics depend upon all areas of knowledge for their solutions.

SCHEDULE:

The Basic Studies student enrolls in his courses on a block schedule basis. This means that the course selections and course times have been established for each student. Thus, approximately twenty students are placed in each section and attend their classes together as a unit. Five sections are assigned to a Vertical Team of six instructors, one from each of the six areas in the program. The Vertical Team meets together each week to plan curriculum and, since they all have the same students in class, to discuss the individual learning problems of their students.

Each class section proceeds through the block schedule together, allowing maximum opportunity for developing strong peer relationships and also affording the faculty team an opportunity to get to know the students on

a personal basis. The schedule is flexible and allows time for field trips, guest speakers, sociological research, independent study, individual counseling, and group dynamics work.

CURRICULUM:

The instructors teaching in the various disciplines focus their attention on common units of study to better enable the student to see the broad relationships of knowledge.

In the first unit of the first semester, called "Who Am I?," the student is asked to study himself as a unique individual: his values, personality, physical appearance, abilities, and interests are all discussed. A copy of the general integration chart appears on the next page.

The second unit of the first semester deals in a study of "Where Did I Come From?" Second semester units include "Societal Issues and Problems" and "Society of the Future."

STUDENT SELECTION CRITERIA:

The following criteria have been established as general guidelines for admitting students to Basic Studies:

(1) He has a high school diploma or its equivalent,

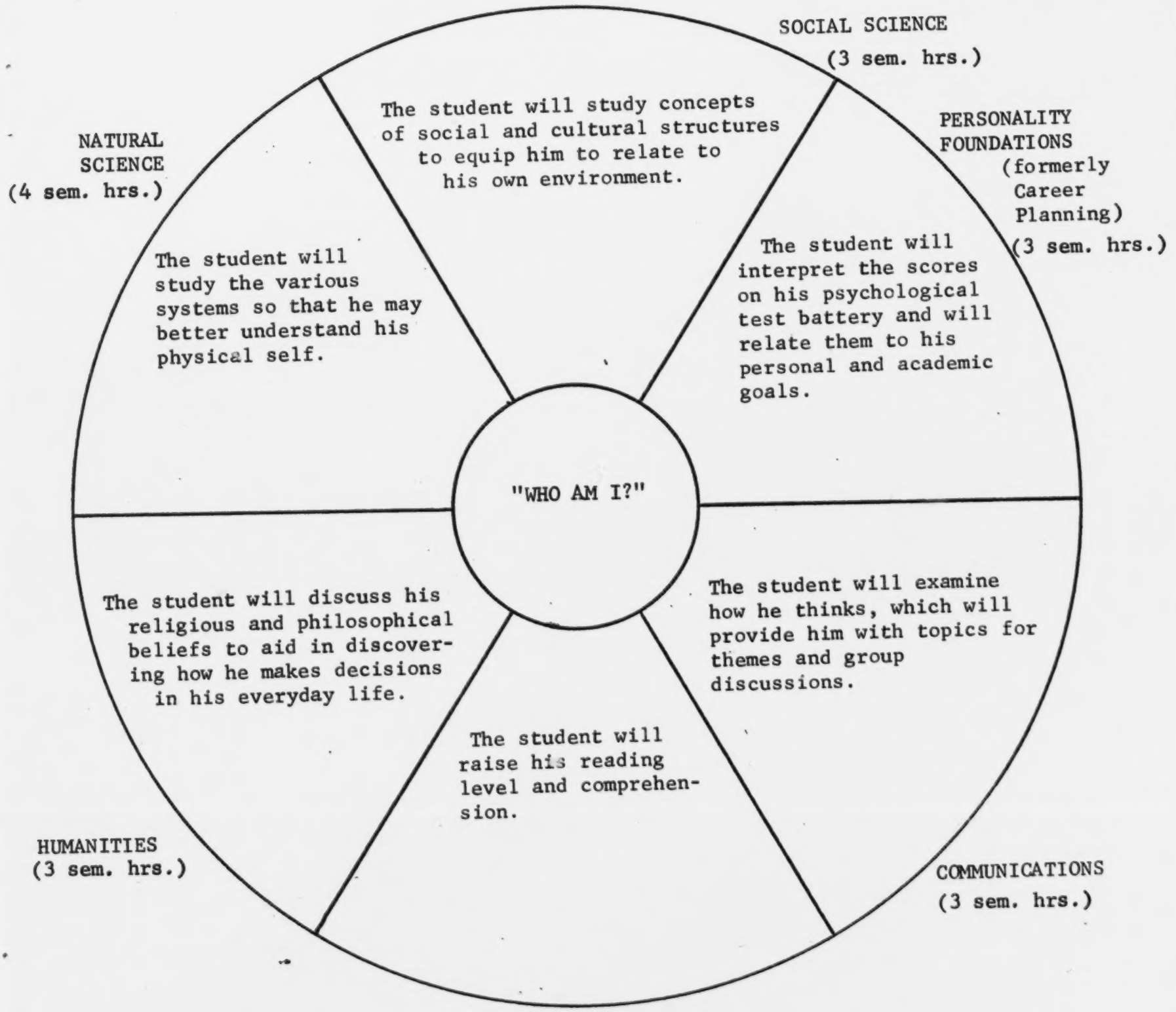
(2) He is generally between the ages of 17 and 21 years of age,

(3) He has had little or no academic success in high school,

(4) He has low predictor scores on the ACT (bottom quartile),

(5) He desires a full-time day schedule,

UNIT I: "WHO AM I?"


SOCIAL SCIENCE
(3 sem. hrs.)
The student will study concepts of social and cultural structures to equip him to relate to his own environment.
NATURAL SCIENCE
(4 sem. hrs.)
The student will study the various systems so that he may better understand his physical self.
PERSONALITY FOUNDATIONS
(formerly Career Planning)
(3 sem. hrs.)
The student will interpret the scores on his psychological test battery and will relate them to his personal and academic goals.
"WHO AM I?"
The student will discuss his religious and philosophical beliefs to aid in discovering how he makes decisions in his everyday life.
The student will examine how he thinks, which will provide him with topics for themes and group discussions.
The student will raise his reading level and comprehension.
HUMANITIES
(3 sem. hrs.)
COMMUNICATIONS
(3 sem. hrs.)
READING IMPROVEMENT
(1 sem. hr.)

(6) He aspires toward an Associate in Arts degree or beyond.

The underlying assumption about the students in the program is not that they are not college material; instead we believe that they have a chance to succeed if given enough individualized attention and an exciting, innovative approach to education.

PLACEMENT OF STUDENTS AFTER BASIC STUDIES:

In keeping with the philosophy of the Basic Studies approach, the placement of the student upon completion of the program is entirely open-ended. The student will be placed in one of four general areas:

(1) He may be recommended for further work in the University Parallel transfer program.

(2) He may be recommended for a two year technical or occupational program leading to the Associate in Applied Science degree.

(3) He may be recommended for a vocational program leading to a vocational certificate.

(4) He may be recommended for job training in industry or other areas of the community.

In all cases the students' progress, ability, perseverence, and aspirations will be evaluated by his instructors on the Vertical Team since they have worked closely with the individual student during the year.

FACULTY:

At the heart of the success of any such program is the faculty. To say they must be student-centered is an almost naive understatement.

Our general staff requirements are the same as for any other instructor, but they should also be people who:

(1) See themselves and function as counselors as well as teachers

(2) Who are more interested in individual progress than with predetermined content that must be covered in a course

(3) Who can communicate with students, who have a sense of humor and can poke fun at students and themselves

(4) Who can become human development facilitators - people who are open to experience, democratic, understanding, caring, non-judgmental, self-actualizing

(5) Teachers who will establish behavioral objectives for their courses, who will communicate these objectives to their students and be overjoyed to find that they have all "A's" in a class rather than the normal curve

(6) Finally, teachers who realize that each student is a gifted person and that student motivation comes about as a result of success and will let success build upon success.

Basic Studies is an attempt to meet the needs of a special group of students with a more humanistic approach to education than is traditionally found in college. One overriding goal of the program is to try to help each student in every way possible to progress toward a realistic and positive self-image, a self-concept strengthened by contact with a program whose faculty believe that every student is a gifted person. Through our first four years of operation, we have come to truly believe that success does breed success.

THE STUDENTS

This segment of the report consists of data concerning the students in the Basic Studies program, South Campus, during the 1970-71 academic year. This data might help other community colleges to compare our student population with their own in their developmental courses or program.

TABLE I
SEX DISTRIBUTION

Total Students - 274		
Male	188	69%
Female	86	31%

The male population in our program continues to outnumber the female by a considerable margin. This is somewhat indicative of the total junior college enrollment pattern at Tarrant County and across the nation. Many of the females who are eligible for Basic Studies at our institution decide on a part-time schedule, often in office occupations. Others decide on developmental courses rather than enter our program. The statistics show that more than twice as many males than females are interviewed for our program, the major reason being that more males with average or below average grades in high school decide to come to college than females with such grades.

TABLE 2
RACE DISTRIBUTION

Total Students - 274		
White	186	68%
Black	76	28%
Mexican-American	12	4%

There continues to be a larger percentage of black students in Basic Studies than the total college (28% to 12%). Our program is one where a black student can find identity and expect to study the black man's contributions to our heritage, both historical and literary. The Mexican-American population remains quite low as in years past.

TABLE 3
ACT STANDARD SCORES
(Composite)

SCORES	NO. OF STUDENTS	PERCENT
0 - 5	14	5%
6 - 10	69	25%
11 - 13	108	39%
14 - 20	46	17%
21 - 25	3	2%
Not available	34	12%

The majority of our students (69%) scored in the 13th percentile or below on the ACT composite score. Those students who scored above the 13th percentile qualified for our program because of local predictor scores that placed them in the bottom quartile, usually because of below average high school grades. An experimental group of about 20 students agreed to retake the ACT at the end of their year in Basic Studies. The results of these tests will be known later. We are expecting some improvement, but we can't be sure since we don't necessarily teach for ACT gain.

TABLE 4
ACT COMPOSITE PREDICTOR SCORES

PREDICTOR BANDS	NO. OF STUDENTS	PERCENT
0 - 5	58	22%
6 - 10	29	11%
11 - 15	27	9%
16 - 20	0	--
21 - 25	14	5%
25 or above	6	2%
Not available	140	51%

Predictor scores were not available to us on many of the students, but those that were available were generally pretty low. Below average high school grades when combined with average or below average ACT scores gave the low predictors. These were local norms and did indicate that most of our students were given little chance of success in the traditional curriculum with little or no extra counseling or help in the courses. Basic Studies was indeed a most valuable part of TCJC for these particular students.

TABLE 5
GATB TESTS (VERBAL IQ)

SCORES	NO. OF STUDENTS	PERCENT
60 - 69	9	4%
70 - 79	26	11%
80 - 89	49	19%
90 - 99	67	27%
100 - 109	57	23%
110 - 119	32	13%
120 - 129	7	3%

The average intelligence score on the GATB is 100. The table indicates 39% of our students scored 100 or better; another 27% scored in the 90's. Those below 90 on this particular test totaled 34%. If anything, the scores on the GATB were a little higher overall than we expected in light of the ACT results. Contact with our students, however, convince us of the unreliability of IQ tests when using this as a gauge of what they're capable of achieving. Many do very well when scores would indicate they should have little chance of success.

TABLE 6
BETA TESTS (NONVERBAL IQ)

SCORES	NO. OF STUDENTS	PERCENT
60 - 69	--	--
70 - 79	2	1%
80 - 89	18	8%
90 - 99	47	21%
100 - 109	82	35%
110 - 119	66	28%
120 - 129	16	7%

Again the average intelligence score on this test is 100. Seventy percent of our students scored 100 or better on this non-verbal intelligence test. The faculty in Basic Studies seem convinced that with some exceptions most of our students suffer from non-achievement in certain areas, particularly the verbal, but that they are capable of achieving if given a new, exciting, non-pressure learning environment.

In selecting candidates for Basic Studies, we examine both the ACT composite scores and the predictor scores. If a student scores thirteen or below on the composite, he is eligible for the program; of if a student scores below the 25th percentile on the predictor portion, he is also considered a candidate. Should a student fall into both of these categories, he is strongly advised to enter the Basic Studies program.

The GATB and BETA tests are administered after a student enters the program and the results are used primarily for our own information and research.

Hopefully this segment has given the reader some knowledge of our student characteristics during the 1970-71 academic year. The following chapter concerns our evaluation of the program for the year.

THE EVALUATION

Our attempt is to make the format of this chapter as simple and easy to understand as possible. In our comprehensive progress report of 1970, a chapter is devoted to the goals and objectives of the Basic Studies program. In this report, we will attempt to take each of our main goals and objectives and give some evaluation of our effectiveness in reaching these ends during the 1970-71 school year.

At the end of the academic year, a questionnaire was administered to the South Campus Basic Studies students. This evaluation form contained questions which we feel could help us in our overall program evaluation. All but nine of the 258 students who finished the spring semester took part in the survey.

The consensus of our faculty was that we had experienced our most successful year out of the four years of existence of Basic Studies. Unit evaluations were quite positive and the achievement of course objectives was at an all-time high. We place a great deal of weight on the judgments and opinions of our students, thus the student evaluation of the program.

The first question on the questionnaire asked for an overall evaluation of the Basic Studies program. The results:

Excellent - 93
Good - 122
Fair - 30
Poor - 4

We feel this is an excellent endorsement of the program. Students did not put their names on the evaluation forms, so we have every reason to believe their responses are indicative of their true feelings about Basic Studies.

There are 10 main general objectives of the program. Following is a statement of each general objective and our evaluation of our effectiveness toward achieving each one.

General Objective 1

To assist the student in developing primary group relationships within the college environment.

Evaluation

Question 4 of the program evaluation asked if the student had developed some good friendships while in Basic Studies. The results:

Yes - 234
No - 15

The faculty also gave witness to the close friendships that were formed among the students. They could be seen together going to class, studying in the LRC, playing cards in the student center, or just visiting among themselves. Our voluntary intercommunications groups proved to be valuable in helping us meet this particular general objective. We have no doubt that we were very successful in achieving our desired objective in this area.

General Objective 2

To assist the student in becoming more aware of his community, its problems and resources.

Evaluation

Another question on the survey was one asking if the student was more aware of the problems and opportunities of the Ft. Worth area now than when he entered the program. The results:

Yes - 204
No - 45

The second semester unit on "Societal Issues and Problems" seemed to have student interest and participation. One vertical team even had their students spend one week working in various community agencies. The follow-up on this activity was tremendous. Students not only talked about community problems in class but actually went out to see how attempts are being made to remedy certain problems. They worked in the centers and then had a press conference which resulted in write-ups in the two local papers about the activities of the students.

Field trips included public health centers, city jail, city council meetings, art museums, the Texas legislature, and the State Fair of Texas. In all areas, field trips, guest speakers, action research projects, films, and video tapes played a large part in making the curriculum "live" for the student.

General Objective 3

To assist the student in solving his financial problems while he is attending school.

Evaluation

The questionnaire gave us a negative response on this one. The students were asked if they had any financial problems this year, had they found anyone to help. The results:

Yes - 92
No - 124

The Basic Studies counselors in conjunction with the Director of Financial Aids assisted in finding certain students part-time employment during the school year. It seemed, however, that this year there were many more students who needed jobs than there were jobs available. This is an area where we certainly need to improve our assistance. Just how this can be done is now under study by the counselors, team chairmen, and division chairman. One thing that should be done is to work more closely with our new Director of Career Placement who can probably help us find jobs for those who need employment. Perhaps more of our students could qualify for work-study if we get them to apply.

General Objective 4

To increase the duration of the student's involvement in college experiences.

Evaluation

In more simple terms, our objective is to keep students in school rather than flunk them out or try to get them to drop courses. Attrition rates of 10% in programs are usually considered very good. Research has shown that traditional development programs often have attrition rates that approach 20 to 30 percent. Our program has always been successful in keeping students in school. Our attrition rate has always been below 10%. This year we feel we were most successful in this respect. Our attrition reports for the fall and spring semesters follow.

Attrition Report
Fall, 1970

Total Students	Number Withdrew	Percent
267	15	5.6%

Analysis:

Moved out of city	2
Joined service	1
To work full-time	8
Switched to developmental	2
Lost interest and quit school	2
Total	15

Attrition Report
Spring, 1971

Total Students	Number Withdrew	Percent
274	16	5.9%

Analysis:

To work full-time	6
Health problems	3
Joined service	2
Moved out of city	1
Business school	1
Airline Stewardess School	1
Printer's apprentice	1
Killed in accident	1
Total	16

It is not necessarily considered "failure" if some students do leave school and pursue other interests. It was in the best interest of some of these thirty-one students to drop the program when they did. The analyses show that some of the reasons certain students dropped Basic Studies were unavoidable ones. We were most happy with our attrition rates, the lowest ever over a complete year's time.

General Objective 5

To assist the student in coping with his personal and academic problems.

Evaluation

The counselors set up regular counseling appointments for all our students and had a very good response. The encounter groups also helped many students with their problems. The vertical team meetings allowed each team to discuss individual student problems and how the instructors could be of assistance.

Another item on our questionnaire asked each student if he had found people willing to help him if he needed help with personal problems. The results:

Yes - 217
No - 32

We feel this is pretty good evidence that we were successful in meeting this objective. Any visitor who came around the offices of our instructors and saw the many students who were there so often would testify that we must be doing something right for so many students to be in and around the offices so much of the time.

General Objective 6

To provide a curriculum which is exciting and different from his high school experience in education.

Evaluation

There were two questions on the program evaluation that we felt might help us evaluate this objective. The first asked if the student found the curriculum in Basic Studies more exciting, interesting, and creative than the high school curriculum. The results:

Yes - 216
No - 33

The other question asked the student if he had it to do over, would he enter the Basic Studies program. The results:

Yes - 159
No - 40
Undecided - 50

We would have liked the responses to that last question to have been even better but considering the rather negative attitude of many of the students toward school and Basic Studies at the beginning of the year, perhaps this is an outstanding response. We will leave final judgment to other less prejudiced evaluators.

General Objective 7

To assist the student in realistically assessing his vocational objectives so that they are commensurate with his interests, abilities, and achievement.

Evaluation

The students were asked on the program evaluation if they had found help in making up their minds on what type of vocation they want to enter. The results:

Yes - 196
No - 53

The counselors administered the Kuder Occupational Interest Survey and by correlating this test with other test scores, the students were given help in deciding on future vocational plans. The entire Career Planning course was geared to this end. A major objective of our program is to try to redirect many of the students into technical-occupational program. Many of these students would never complete an academic degree but would have a chance to complete certificates of completion or associate in science degrees. We have been rather frustrated in meeting this objective in years past, but now because a greater variety of occupational programs are offered we are making progress in our redirection goals. Following are the summary reports of the three counselors on the future plans of their students.

TEAM 1
SPRING, 1971

Total Number of Students: 88

	Number	Percent
A.A. Degree	35	39.4%
A.A. Soc. Work Tech.	4	4.5%
A.S. Technical	10	11.2%
A.A. Vocational	9	10.1%
1 Yr. Certificates	5	5.6%
Recreational Leadership	4	4.5%
LVN (Nursing)	1	1.0%
Airline Stewardess School	1	1.0%
Service	1	1.0%
Transfer to another college	3	3.4%
Returning to BAS	12	13.6%
Unaccounted for	3	3.4%

TEAM 2
SPRING, 1971

	Number	Percent
A.A. Degrees	43	50%
A.S. Degrees	8	9%
1 Yr. Certificates	2	3%
Returning to BAS	22	23%
Information Not Available	9	10%
On the Job Training	1	1%
John Peter Smith Hospital	1	1%
Selected Courses	1	1%
Planning to work	1	1%
Court Reporting	1	1%
	89	100%

TEAM 3
SPRING, 1971

Total number of students finishing Spring Semester 1971: 83

	Number	Percent
A.A. Degrees	58	70%
A.S. Degrees	10	12%
1 Yr. Certificates	7	8%
Service	1	1.3%
Transferring to another college	2	2.4%
Undecided	3	3.3%
Police Academy	1	1.3%
Misc.	1	1.3%

The majority of our students who indicated they plan to return to school plan to pursue an Associate in Arts degree (140 or 71%). Fifty-six students (29%) indicated plans to enter technical or vocational programs. Even though we feel we had a higher percentage of students this year who may be capable of completing an A.A. degree, we still are somewhat disappointed in our overall division redirection figures.

General Objective 8

To improve the student's chances of achieving academic success.

Evaluation

As the title of this report indicates, our division believes that success breeds success. We do everything we can to insure that our students achieve success in school, for the first time for most. Not all do of course, but in general these students have a much better opportunity to gain some success in an academic setting with us than any other area of the college.

One question on the evaluation asked the students if they had more success academically this year than they have had before. The results:

Yes - 195
No - 54

The semester grade reports give evidence of the success orientation of the Basic Studies Division. Some of the benefits of our approach can be shown in terms of semester hours a freshman attempts and the number of hours he completes successfully.

TABLE 7
COLLEGE CREDITS 1970-71 ACADEMIC YEAR

SEM. HR.	ATTEMPTED - NO. OF STUDENTS	%	COMPLETED - NO OF STU.	%
36+	155	59	105	40
30-35	58	22	81	30
21-30	0	0	15	6
16-20	50	19	50	19
13-15	0	0	4	1.5
10-12	0	0	2	1
7-9	0	0	1	0.25
4-6	0	0	1	0.25
1-3	0	0	2	1
0	0	0	2	1

Another indication of academic success in the program is the grade point averages of the students. Following are tables which show grade point averages for the fall and spring semesters. The fall semester table is broken down into teams while the spring semester table shows an overall division picture.

TABLE 8
FALL SEMESTER 1970 - GRADE POINT AVERAGES

GPA	TEAM 1 No.	%	TEAM 2 No.	%	TEAM 3 No.	%	DIVISION TOTALS No.	%
.00 - .99 (F)	6	7%	2	3%	0	0%	8	3%
1.00 - 1.99 (D)	7	8%	16	21%	23	26%	46	18%
2.00 - 2.99 (C)	40	46%	44	58%	56	63%	140	56%
3.00 - 3.99 (B)	34	39%	14	18%	10	11%	58	23%
4.00 (A)	0	0%	0	0%	0	0%	0	0%

	TEAM 1	TEAM 2	TEAM 3	AVERAGE DIVISION GPA
AVERAGE GPA	2.62	2.34	2.34	2.43

TABLE 9
GRADE POINT AVERAGES
BASIC STUDIES STUDENTS - SPRING, 1971

GPA	NUMBER	PERCENT
.00 - .99 (F)	9	3%
1.00 - 1.99 (D)	25	10%
2.00 - 2.99 (C)	146	57%
3.00 - 3.99 (B)	74	29%
4.00 (A)	1	1%
Average Division GPA - 2.59		

It is significant that 79% of the Basic Studies students achieved "C" averages or better in the fall and 87% of the students did this well in the spring. These figures indicate just how success oriented our division really is. We are becoming more proficient in writing behavioral objectives and communicating these to the students. Certainly our students' overall success is related to their knowing just what we expect them to learn and also to our continued use of new approaches and techniques to learning.

As mentioned earlier in this report, there are students who decide not to take our program but do enroll in developmental courses or university parallel courses. Two studies were made of a group of these students at the end of the fall and spring semesters. Tables 10 and 11 show the grade point averages of these students. They are lower than the averages of Basic Studies students which is not so shocking because the Basic Studies program is structured to better meet the needs of such marginal students.

TABLE 10
STUDENTS NOT IN BASIC STUDIES BUT ELIGIBLE FOR THE PROGRAM
(Developmental Courses, Univ. Parallel Courses, etc.)

FALL SEMESTER, 1970

GPA	NUMBER	PERCENT
.00 - .99 (F)	20	13½%
1.00 - 1.99 (D)	33	22%
2.00 - 2.99 (C)	74	50%
3.00 - 3.99 (B)	19	13%
4.00 (A)	2	1½%
Average GPA 1.98		

TABLE 11
STUDENTS NOT IN BAS BUT ELIGIBLE FOR PROGRAM

SPRING, 1971

GPA	NUMBER	PERCENT
.00 - .99 (F)	16	15%
1.00 - 1.99 (D)	26	25%
2.00 - 2.99 (C)	49	46%
3.00 - 3.99 (B)	15	14%
4.00 (A)	0	---
Average GPA 1.87		

Academic standing at Tarrant County Junior College during the 1970-71 year was determined as follows:

A. When a student's cumulative grade point average falls below 2.0, he is placed on scholastic probation. Should he earn a grade point average of 1.5 or better on the next nine or more hours attempted, he may continue on probation.

   Should he earn a grade point average of less than 1.5 on the nine or more hours attempted, he will be placed on enforced academic withdrawal.

B. In order to be removed from scholastic probation, the student must attain a cumulative grade point average of 2.0.

Table 12 shows the academic standing of the Basic Studies students at the end of the 1970-71 spring semester.

TABLE 12
ACADEMIC STANDING 1970-71

STANDING	NUMBER	PERCENT
Good	215	81%
Probation	36	14%
Suspension	10	4%
No Evaluation	2	1%

These figures represent an increase in the percentage of our students in good standing when compared with the 1969-70 totals. Last year 60% of our spring semester students wound up with good standing. This twenty-one percent gain is most encouraging.

The overall spring grade distritutions of our division are further evidence of our success orientation. Of the total grades given in our division this past semester, 83% were "C" or better. The breakdown:

A's - 329 (20%)
B's - 542 (33%)
C's - 481 (30%)
D's - 121 (7%)
F's - 39 (3%)
W's - 106 (7%)

General Objective 9

To assist the student in the development of basic communication skills.

Evaluation

The students were asked on the program evaluation if they thought they had improved their skills in communications (reading, writing, speaking). The results:

Yes - 232
No - 17

Evaluations by the communications and reading improvement instructors seemed very positive. One indication of the success in communications is the unusually large number of students who have been recommended to take sophomore English next year. The total recommendations by the communications teachers were as follows:

English 1203 (Developmental English) - 2
English 1303 (Applied Comm. I) - 6
English 1313 (Applied Comm. II) - 4
English 1613 (English Comp. I) - 24
English 1623 (English Comp. II) - 68
English 2633 (Mast. of Lit.I) - 81

Another indication of success in achieving this objective is the spring grade distribution of the three Communications teachers in Basic Studies. The totals were as follows:

A's - 48 (17%)
B's - 113 (41%)
C's - 83 (31%)
D's - 8 (3%)
F's - 7 (3%)
W's - 13 (5%)

The follow-up in the reading program shows the following results:

TABLE 13
DIAGNOSTIC READING TEST
1970-71
N = 250
(Based on 1956 national norms for college freshmen)

	BELOW NORMS	1%ile-10%ile	11%ile-20%ile	21%ile-30%ile	31%ile-90%ile	91%ile-above
Pre-test Sept, 70	25%	47%	17%	9%	2%	
Post-test May, 71	12%	42%	24%	15%	6%	1%
	Frustration Level		Instructional Level		Independent Level	

In looking at the above table, we see that in September 1970, 72% of our students were reading at frustration levels. In May 1971, only 54% of our students scored in the frustration range.

During the year there was an increase of 13% of students reading at the instructional levels and an increase of 5% reading at the independent level.

In the 69-70 school year we had a 13% overall gain. In the 70-71 school year, we had an 18% overall gain.

GAINS BY TEAMS

		Beginning raw score:
Team I	23% gain	49
Team 2	17% gain	48
Team 3	13% gain	48
Total Division Gain - 18%		49 (av.)

Because we are developing instructional packages, and the Team 2 and Team 3 reading teachers will have behind them a year of experience within our program, our gains should be even better next year.

The spring grade distributions of the three Reading Improvement teachers were as follows:

A's - 102 (38%)
B's - 77 (28%)
C's - 41 (15%)
D's - 17 (6%)
F's - 12 (5%)
W's - 22 (8%)

General Objective 10

To assist the student in developing a more positive and realistic self-concept.

Evaluation

Two items on the program evaluation questionnaire helped us evaluate this objective. The first of the two questions asked each student if he had developed more self-confidence since he had been in the program. The results:

Yes - 222
No - 27

The second question asked if the student felt more worth as an individual person now than he did when he entered Basic Studies. The results:

Yes - 204
No - 45

The responses on both questions were overall very positive. Our counselors also experimented with the Tennessee Self-Concept Scale in hopes that by pre-testing and post-testing, we would have further indications of what progress we were making on improving self concept.

The Tennessee Self-Concept Test is a multi-scale test used for counseling, clinical assessment and diagnostic purposes to determine one's individual perception of self. The test yields eight major sub-scores including general indentity, physical self, personal self, family self, etc., with an overall self analysis composite score. It is the composite score upon which we have concentrated our study.

The composite is a combination of all sub-scales with certain scales receiving greater emphasis. In addition to the composite, a validity scale has been included to determine whether a student can render a realistic self-evaluation.

A sampling of 132 students from two teams received a pre, middle, and post test. The treatment affecting the change in scores can not be definitely identified. We would like to assume that the total Basic Studies approach accounts for the change but many variables could be considered since no control group outside the program existed. However, the following change did occur.

N - 132
MEAN RAW SCORES

	Pre-Test	Middle Test	Post-Test	Gain
Composite	312.05	319.29	331.24	19.19
Validity	36	35.4	34.1	-1.1

In the preceding table, the composite gain in total self-concept translated into percentile rank would represent a gain from a point at approximately the 13th percentile for the population on which the test was standardized to a point at approximately the 30th percentile, or a 17 percentile gain. The loss of 1.1 on self-criticism was negligible.

Other significant statistics from the study indicated that students entering the program the second semester and receiving only the post-test scored 313 composite and 35 self-criticism, approximately where the full term students began.

In addition, students participating in small group encounter and counseling session for at least 20 hours improved from a composite mean of 310 to a composite mean of 348. This indicates a percentile gain of 35 with no change in the self-criticism scale.

All of the statistics included in the project indicate a significant and very favorable gain. We hesitate, however, to draw any conclusions with respect to cause and effect relationship since no control group outside the program existed. We intend to include outside control groups in the coming year.

Closely tied to this objective on self-concept and the one on vocational redirection is our work with students in changing educational objectives to ones which are realistic as well as satisfying to the individual students. Following is a report of one of our vertical teams on the degree of change in educational objectives by students during the fall and spring semesters. This report is indicative of the work of the other two teams as well.

The following results were observed by comparing the educational objectives of Basic Studies students upon entering the program with their educational objectives at the conclusion of two semesters.

	Number	Percent
Students with educational objectives upon entry	47	74.5%
Students without educational objectives upon entry	16	25.5%
Total	63	100.0%

Students changing education objectives after two semesters	38	60.3%
Students maintaining educational objectives after two semesters	17	27.0%
Students who had educational objectives but now undecided after two semesters	7	9.5%
Students who undecided about educational objectives upon entry and are still undecided	1	3.2%
Total	63	100.0%

THE FOLLOW-UP

This chapter will give further information on this year's student evaluation of the program and then information on the academic progress of former Basic Studies students.

One very important item on the program evaluation was one where the students rated their team of instructors. The results:

Excellent - 150
Good - 84
Fair - 15
Poor - 1

These results were most pleasing to the instructors for even though they thought they had done a good job individually and as teams, it was gratifying to see that the great majority of the students felt so too.

Included in the program evaluation were two questions which asked the students for written responses on what they liked best about the program and how the program should be changed.

A summary of the responses follow:

What are the Best Things about Basic Studies?

1.	Attitude of the instructors toward the students and the closeness between faculty and students	143
2.	New and creative teaching methods	49
3.	Field trips and guest speakers	48
4.	Making new friends and closeness of students	44
5.	Help in understanding one's self and others	27
6.	Good atmosphere - freedom to express yourself	23
7.	Not so much pressure	19
8.	Help in preparing for future courses	19
9.	Interrelatedness of courses	17
10.	Special team projects	14
11.	Encounter group sessions	11

12.	Films	8
13.	Help in deciding on future plans	5
14.	Small classes	4
15.	Help meet degree requirements	3
16.	Good schedule	3
17.	Sports - faculty vs. students	3

Any Suggestions on Changes that would Improve the Program?

1.	Make subjects more difficult	21
2.	Improve Career Planning	21
3.	Make students assume more responsibility	12
4.	Teachers should be more strict	11
5.	Need math course	9
6.	Improve schedule	8
7.	Teachers need to more organized	8
8.	More experiments in Natural Science	8
9.	More field trips	8
10.	More encounter group work	8
11.	Use texts if bought	6
12.	Fewer field trips	6
13.	Change name of courses	4
14.	No "Utopia" units	4
15.	More emphasis on speaking skills	3
16.	More retreats	3
17.	Too much integration of courses	2
18.	More girls in program	2
19.	More team activities	2
20.	Do away with program	2

21. Others:

More guest speakers
More explanation on transfer to prospective students
Need summer classes
Improve second semester curriculum
More grammar
Not so much evaluation and testing
Fewer large classes

It was significant to us that there were so many students who had no suggestions on changing the program. Almost every student made comments on what the best things about Basic Studies were to him but the number of responses on suggested changes leads us to believe that in general the students were well pleased with the program this past year. There were many more negative responses on previous follow-up studies than this one.

Another aspect of our follow-up study is following the progress of former Basic Studies students who go on to the regular transfer or vocational-technical curricula. The following table shows the Fall 1970 grade point average of Basic Studies students of a year ago.

TABLE 14
BASIC STUDIES STUDENTS '69 - '70
NOW IN OTHER PROGRAMS

GPA	NUMBER	PERCENT
.00 - .99 (F)	41	29%
1.00 - 1.99 (D)	55	39%
2.00 - 2.99 (C)	38	28%
3.00 - 3.99 (B)	5	4%
4.00 (A)	0	0%

This report concerns former Basic Studies students enrolled on South Campus only.

We know that completion of our program does not automatically assure success in future college work. The individual attention and extensive counseling is often missing for these students when they leave us; therefore, we were pleased with the progress of many of the former students but also somewhat disappointed with that 29% who fell below "D" averages in their work after Basic Studies.

The spring report was better than the fall. There is an adjustment period for these students after leaving our program and this is reflected in grade point averages between the fall and spring semesters. Table 15 shows the GPA of former Basic Studies students who enrolled for courses on our campus during the spring semester.

TABLE 15
SPRING, 1971-GPA - FORMER BAS STUDENTS

GPA	NUMBER	PERCENT
.00 - .99 (F)	23	14%
1.00 - 1.99 (D)	57	34%
2.00 - 2.99 (C)	70	42%
3.00 - 3.99 (B)	17	10%
4.00 (A)	0	0%

The academic standing at the end of the spring semester for former students is shown in Table 16.

TABLE 16
ACADEMIC STANDING - FORMER BAS STUDENTS

STANDING	NUMBER	PERCENT
GOOD	110	59%
PROBATION	40	21%
SUSPENDED	16	9%
NO EVALUATION	21	11%

This report is most encouraging in that 59% of the former students are now in good academic standing at our institution. This would be a good report for any program designed specifically to prepare a student for future courses. It is particularly good for us since our primary objective is not to prepare students for future courses but to teach our courses as if the student might never take another course in that particular subject.

Of these 187 former students that were enrolled here, 125 were enrolled in transfer curricula and 62 in vocational-technical courses. The areas and courses where these students were having the most success were English, History, Physical Education, Automotive Technology, Drafting, Refrigeration, Psychology, Sociology, Art, Music, Speech, and Mid-Management. The areas with the most failure were Foreign Language, Math, Business, Data Processing, Aeronautics, and Office Occupations.

We were particularly proud of the English grades of our former students. Table 17 shows the letter grades of last year's students in English courses on our campus this fall.

TABLE 17
ENGLISH COURSE GRADES, FORMER BAS STUDENTS
FALL, 1970-71 (SOUTH CAMPUS ONLY)

COURSE	B's	C's	D's	F's	WF & W
Eng. 1203 (Dev. Eng.)	3	6	-	2	3
Eng. 1613 (1st Sem. Comp.)	2	18	4	6	4
Eng. 1623 (2nd Sem. Comp.)	7	21	7	5	3
Eng. 2633 (Soph. Lit.)	3	2	-	-	-
Totals	15	47	11	13	10

At our district spring commencement ceremonies on May 21, 1971, thirteen former Basic Studies students received Associate in Arts degrees, one received an Associate in Applied Science degree, and one received a Certificate of Completion. Six or seven Northeast Campus BAS students also graduated. Several more will graduate this summer.

In previous graduations, almost forty of our exes have received diplomas even though we have been in operation only four years and have had only a few commencement exercises as a district. We think our percentages are excellent in this area and expect increases in graduations in the future.

Those former Basic Studies students who plan to transfer to four-year institutions work hard to complete requirements for the Associate in Arts degree since our transfer plans with schools in the state generally require the degree before the Basic Studies courses will transfer. We have transfer plans with the University of Texas at Austin, University of Texas at Arlington, North Texas State University, Texas Wesleyan College, East Texas State University, Tarleton College, Texas Tech University, and Prairie View.

We think this is fair and equitable for all concerned since all Basic Studies courses are credit courses at Tarrant County, count toward a degree, and are "college level" in the eyes of our institution. Gaining transfer credit has been a tremendous boon for the image, progress, and continued success of our Basic Studies program. The majority of Basic Studies students will never complete a degree and transfer but it is very important for the door to be open for all students as far as transfer is concerned. The students now know that they can transfer BAS credits if they are successful in our program and in the university parallel program and receive the A.A. degree.

Transfer Students

We now have former students at several neighboring four-year schools. Follow-up has been done on the academic achievement of these students and the report is very optimistic.

Three former BAS students now attend North Texas State University at Denton. Two of these students will be eligible to return for work at N.T.S.U. next fall. One attempted twenty-seven hours, passed them all, with "C's" in seven courses and a "B" in the other. The other young lady passed thirty hours of work, making eight "C's", one "B", and one "D". The other student attempted thirty hours, passed twenty-one and is now on academic suspension for the fall, 1971 term.

Two former students were enrolled at the University of Texas at Arlington. One attempted twenty-one hours and passed eighteen. The other attempted twenty-four hours but passed only twelve.

One former student in our program has attended both the University of Texas at Austin and Texas Tech University in Lubbock. In fifteen hours at Texas University last fall, he had a 2.5 GPA; in 15 hours at Tech this spring, he compiled at 3.2 GPA. His plans are now to be married and then finish a business degree at the University of Texas at Arlington.

Our seven former students who now attend Texas Wesleyan College in Ft. Worth have made outstanding records. Three students have more than fifty semester hours credit at TWC. One of these three has no grade below a "C" while the other two have "C" averages. Two students have above forty hours credit, one having only one grade below a "B" and the other having a strong "C" average.

The other two students have truly remarkable records considering their low high school achievement. One has twenty-nine hours at TWC with a .1 "A's" and "B's" and the other has thirty-three hours with no grade below a "B", including seventeen hours of straight "A's" this past spring semester.

To say that we are very proud of these students is an understatement! They have more than certified their work in Basic Studies and in university parallel at Tarrant County. They have made good our assumptions about the validity of our transfer plans with the four-year schools. Acting as some sort of guinea pigs, they have performed excellently and have opened the door even further for our transfer students of the future.

The most difficult part of the follow-up study is locating and getting feedback from former students who are not now attending any college. Our 69-70 Progress Report contains information on some of these students. Twenty-eight former students responded to a questionnaire, ten expressing a positive attitude toward Basic Studies, nine a negative attitude, and nine not really expressing an attitude. We plan to send out additional questionnaires later this year to others to try to get opinions on whether our program has proved beneficial to these students who decided not to continue their formal educations. It is hard to find present addresses of many of these people, but we hope by writing and telephoning them we can gain valuable follow-up information from them. This is certainly the weakest link in our present follow-up system.

THE CONCLUSION

As stated by William Moore, Jr. in his new book, Against the Odds (Jossey-Bass, Inc., Publishers, San Francisco, 1970), the community college faces a dilemma: It is confronted with maintaining standards to insure the employability of its graduates and the guarantee of its credits to other accredited colleges and universities. At the same time, it is committed by philosophy to providing some education or training for all students regardless of sex, race, social class, and lack of previous academic success. In either case, the comprehensive community college has no option - it must perform both functions.

> Too often the term "open-door" is hypocritical rhetoric. It is a catch phrase which implies every student can enroll in the college. Open-door means more than the idea that every student with a high school diploma can go to college. It also means that the student, regardless of his level of achievement, will receive the best education possible in the college commensurate with his needs, efforts, motivation, and abilities. In reality, however, most community colleges develop the traditional programs and curricula which prepare able students to transfer to the senior institution, or terminal students to go directly into employment. The overwhilming majority of two-year institution neither develop the same commitment, establish the same priorities nor utilize the same precision and creativity in developing the programs and curricula for the educationally disadvantaged student as they do for the able student. This student is one of the academically overlooked - or, perhaps, ignored. Disregard for the marginal student is one of the provocative footnotes which demonstrate the inability of higher education to come to terms in dealing with the non-traditional college student. In this way, post-secondary education has made little or no attempt to manage change or to match the prevailing needs with the times.

Enrollment of the high-risk student in the community college, therefore, challenges the stated philosophy of the college. Many question the

quality of education provided for marginal students. "Developmental program" in many institutions means only several remedial courses in the language arts and mathematics. It does not mean a complete, well-conceived and well-designed program of education for the marginal student. Research shows that it is probable that most of the compensatory programs and practices reported by junior colleges are not at all special, but are part of their regular ongoing programs. These regular programs of most junior and community colleges are somewhat compensatory, but they are not special programs addressed specifically to disadvantaged students.

Tarrant County Junior College with its special program for the special student, is attempting to fulfill its obligation to the marginal student by providing quality education. The innovativeness, spirit, flexibility and dedication of the faculty, we hope, will serve as some sort of a model for other community colleges who are as interested as we are in making their institutions truly "open-door" colleges.